

2017-2018

IHE Bachelor Performance Report

North Carolina Central University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of the Institution

North Carolina Central University, a state-supported liberal arts institution founded by Dr. James E. Shepard, was chartered in 1909 as a private institution and opened to students on July 5, 1910. Since 1910, the mission of North Carolina Central University (NCCU) has been to prepare students academically and professionally to become leaders. The College was accredited by the Southern Association of Colleges and Secondary Schools as an “A” class institution in 1937 and was admitted to membership in that association in 1957. In 1939, the legislature authorized the establishment of graduate work in liberal arts and the professions. The first graduate courses in

the Arts and Sciences were offered in that same year; the School of Law began operation in 1940, and the School of Library Science was established in 1941. NCCU offers bachelor's degrees in more than 100 fields of study and awards graduate degrees in an over 40 disciplines. International studies and exchange programs attract exchange students from more than 12 countries, including Liberia, India, Senegal, Sierra Leone, Nepal, China, the Czech Republic, Nigeria, South Korea, Russia, the Dominican Republic, Mexico, and South Africa. Many students are first-generation college students. Nearly 90% of NCCU students receive need-based financial aid. North Carolina Central University has made student success the institution's highest priority. NCCU has put forward four core values: excellence in teaching, research, scholarship and creativity; promotion of citizenship, service, and social justice; appreciation of and respect for diverse perspectives; and commitment to life-long learning. NCCU's vision is to be recognized as one of the nation's leading institutions for academic excellence in a diverse cultural and educational environment.

The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. NCCU offers undergraduate, graduate and/or professional degree programs in the College of Arts and Sciences, College of Behavioral and Social Sciences, School of Business, School of Law, School of Library and Information Sciences, and the School of Education. The College of Behavioral and Social Sciences houses three teacher education programs. The College of Arts and Sciences houses nine teacher education programs. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina Department of Public Instruction accredit the professional education programs at NCCU. Within the School of Education, the Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and the Communication Disorders Program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

Special Characteristics

North Carolina Central University was the first University of North Carolina system campus to require community service for graduation. NCCU students serve as tutors in local schools, help build Habitat for Humanity housing, assist with a variety of youth programs, promote the causes of non-profit service agencies, and volunteer in a variety of other endeavors as they meet the university's standard of 15 hours of community service per semester. NCCU gained national recognition from the Carnegie Foundation as a community-engaged university. For more than 100 years, the university has educated the citizens of North Carolina, the United States and the world. With both a biomanufacturing and a biomedical research institute, NCCU is emerging as a leader in the study of health disparities. The university offers hands-on laboratory experience in collaboration with pharmaceutical and biotechnology companies based in Research Triangle Park and elsewhere across the state.

Program Areas and Levels Offered

The mission of North Carolina Central University's School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Essential to our mission is the development of leaders who advocate for social justice and dedicate themselves to the well-being of a global community. The three goals of the School of Education are as follow:

1. The School of Education will produce highly skilled, culturally responsive, and globally aware professionals.
2. The School of Education will provide signature programs that are known locally, nationally, and internationally.
3. The School of Education will cultivate mutually beneficial, productive, collaborative partnerships in NCCU, the state, the nation, and around the world.

The Educator Preparation Programs include 13 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive Social Studies, Family and Consumer Sciences, Spanish, Music, Physical Education, Theater, Dance, and Birth-Kindergarten. School of Education graduate licensure programs include School Counseling, School Administration, Educational Technology, Special Education (General

Curriculum, Behavioral/Emotional Disabilities, Learning Disabilities, and Visual Impairment), and Communication Disorders. The School of Education also offers the Master of Arts in Teaching (MAT) programs in Middle Grades Education and Special Education. Advanced master degree programs are offered through the College of Behavioral and Social Sciences in Physical Education and Family and Consumer Science Education and in the School of Library and Information Sciences in School Media Coordinator. The School of Education also offers add-on licensure programs in Academically and Intellectually Gifted (AIG), English as a Second Language (ESL), and Reading.

Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)

Traditional	RALC	Lateral Entry
X		X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2017-2018 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Online instruction was enhanced with upgraded versions of Blackboard and Blackboard Collaborate.

Students are required to demonstrate: a) an understanding how technology is being used to as a tool to support their learning; b) the ability to develop multimedia products; c) and how technology can be infused into instructional planning.

Classrooms in the School of Education have been transformed into smart classrooms with additional wireless access points to improve wireless access. The instructional resource room was upgraded to a digital room with a smartboard and new Apple iMac computers. Technologies including Canon SLR cameras, iPad minis, Airplay iPads, digital writing pads and miniature camcorders were available to students as educational resources.

Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Reading:

Instructors for **all** reading methods reviewed the Foundations of Reading subtest to determine if and when the concepts from the exam are being introduced, taught, and reviewed. A matrix was created based on the concepts and ensured that each concept will be addressed in either of the three reading methods courses. Program curriculum will revert to previous programming that focused on scientifically based reading instruction and had a strong emphasis on the 5 critical components reading, which are phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Also, reading faculty will incorporate quizzes and assignments that require candidates to demonstrate knowledge in the area of reading foundations so candidates will have additional practice with the required content. Candidates are being provided information about the new Foundations of Reading subtest starting with the first required reading course.. They have opportunities to view the content addressed and take the practice test to see if there are gaps in their knowledge.

Math:

The goal is to strike a balance between remediation of content, learning new content (in some cases), and the professional content knowledge of becoming an effective mathematics teacher.

Plans are underway to incorporate Interactive Notebooks (i.e., in EDU 3520 and EDCI 5221) as a strategy to connect content knowledge with pedagogical strategies that will ensure candidates are prepared for the new Foundations of Reading and General Curriculum licensure tests. Discussions are slated for the upcoming academic year to further address strategies to enhance candidates' preparation.

Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

Candidates have a 3 credit hour course on Assessment of Learning – in which they practice developing formative and summative assessments, including, but not limited to work samples, checklist, rubrics, projects, essays, and criterion-based tests, all of which are based on Common Core and Essential State Standards.

In addition, to be certain that their constructs are realistic, candidates must complete a field experience, in which classroom educators will offer feedback about the assessment items that they create in order to satisfy the expectations set within the project.

In method course, candidates refine their knowledge of assessment as they develop instructional lessons and units which include assessments.

During student teaching, candidates are fully integrated into the classroom, experiencing benchmark/formative assessments which are used to plan interventions and ensure success in learning and on EOG tests.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Candidates completing the EDU 3210 Curriculum I: Art, Music and Drama/Dance course will be able to: a) demonstrate knowledge of Art, Music, Drama/Dance concepts and skills appropriate

for the elementary school curriculum; b) use of appropriate instructional strategies in Art, Music, Drama/Dance education, c) demonstrate knowledge of the interrelatedness of Art, Music, Drama/Dance education; d) develop and use a variety of instructional methodologies to facilitate problem solving; e) demonstrate the ability understand various learning styles; f) display skills to assist students in acquiring and using Art, Music, Drama,/Dance concepts in an `integrated manner; g) develop strategies and activities that will provide elementary school students with the attitudes, knowledge, and the skills necessary for successful living in a culturally diverse environment; and f) evaluate the importance of classroom climate to positive personal development.

Explain how your program(s) and unit conduct self-study.

The EPP requires programs at both the initial and graduate levels to provide annual reports. These annual reports define students entering GPAs, demographics, test scores (where appropriate), disposition information, and electronic evidence scores. Individual reports are aggregated for an overall perspective of the EPP for both initial and graduate levels.

Information is gathered in October for the previous year and reported to the EPP and individual programs in the following May.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Field experiences occur with every EDU course taken throughout a candidates' program. In addition, candidates have a year-long internship for student teaching (Level 1 and Level 2). Level 1 student teaching involves the candidate working with a cooperating teacher for an 80 hour experience throughout the semester. Level 2 is a full-time 16 week experience where candidates go through the "traditional" student teaching experience.

How many weeks are required at your institution for clinical student teaching?

It is an academic year-long internship (Level 1 and Level 2). Level 1 student teaching involves the candidate working with a cooperating teacher for an 80 hour experience throughout the semester prior to having a full-time experience. Level 2 is a full-time 16 week experience where candidates go through the "traditional" student teaching experience.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

The nature of the year-long internship allows for students to have experiences at both the beginning and end of the school year.

Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?

Currently, our policy is that candidates attempt to take the Praxis II or Pearson tests before they student teach. They are required to pass required NCDPI tests before they will be recommended for licensure. In March 2018, the policy for new admits is that they must pass Praxis II and/or Pearson before student teaching.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE)
INITIATIVES**

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools and Johnston County Public School
Start and End Dates	2016 - present
Priorities Identified in Collaboration with LEAs/Schools	Faculty coach for assessment preparation
Number of Participants	varies
Activities and/or Programs Implemented to Address the Priorities	Working with individual teachers in preparing students for EOGs
Summary of the Outcome of the Activities and/or Programs	Ongoing

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Assistance with Praxis II/Pearson Preparation
Number of Participants	various
Activities and/or Programs Implemented to Address the Priorities	Workshops provided to assist teachers in preparing for Praxis II/Pearson
Summary of the Outcome of the Activities and/or Programs	Providing information and assistance for teachers to pass licensure tests.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Schools-collaboration with the Flood Group (Non-Profit)
Start and End Dates	2012 - present
Priorities Identified in Collaboration with LEAs/Schools	Enhancing Literacy for 12 students and addressing School Suspension for African American and students of color
Number of Participants	1
Activities and/or Programs Implemented to Address the Priorities	Developed community organization forum, literacy program to provide mentoring, reading, and provide books
Summary of the Outcome of the Activities and/or Programs	Developed community organization forum, literacy program to provide mentoring, reading, and provide books- Organized SOE Fund Raiser for faculty and students professional development. Held 3 forum with the Wake County School Board to address overrepresentation of minority students in school suspension. Working with Associate Superintendent to address equity issues
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools (George Watts Montessori Elementary)
Start and End Dates	August 2016 - ongoing
Priorities Identified in Collaboration with LEAs/Schools	Community engagement activities
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Parents of African American Children Committee
Summary of the Outcome of the Activities and/or Programs	Implement Parent reading program, Parent book club, PTA Workshops on achievement gap and culturally responsive teaching
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public School System, Wake County Public School System, Chapel Hill Carrboro,
Start and End Dates	March 2016 - Ongoing

Priorities Identified in Collaboration with LEAs/Schools	This conference was intended to give K-12 educators and pre-service teachers an opportunity to engage in sessions centered on the impact of systemic “isms” and ways of dismantling it in our schools.
Number of Participants	300
Activities and/or Programs Implemented to Address the Priorities	The Let's Talk Racism Conference was a day of workshops and sessions centered around addressing social and equity issues in the classroom. There was a keynote speaker as well.
Summary of the Outcome of the Activities and/or Programs	Professional Development and continuing education credit for attendees.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Faculty and Student Support (American Education Week/Read Across America)
Number of Participants	The read-in at the SOE was attended by students and parents from elementary schools in the Eagle Village (e.g., Fayetteville Street, CC Spaulding, W. G. Pearson, and Eastway Elementary)
Activities and/or Programs Implemented to Address the Priorities	American Education Week/Read Across America
Summary of the Outcome of the Activities and/or Programs	Support of literacy for K-5 students, Held a Read-In at NCCU's SOE, Distributed 34 books per student attending, Shared literacy tips for parents
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake and Durham County
Start and End Dates	2014 - Ongoing
Priorities Identified in Collaboration with LEAs/Schools	STEM Professional Development for Teachers
Number of Participants	40
Activities and/or Programs Implemented to Address the Priorities	NASA - EPD Workshops for Teachers
Summary of the Outcome of the Activities and/or Programs	Participants received instruction on where to find and how to use NASA created STEM resources to implement in their classrooms

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	33
Female	147
Race/Ethnicity	Number
Asian/Pacific Islander	6
African American	115

Hispanic	5
American Indian/Alaskan	
White	50
Other	4

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	1
	Black, Not Hispanic Origin	12	Black, Not Hispanic Origin	57
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	27
	Other	1	Other	1
	Total	22	Total	89
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	1	Other	0
	Total	3	Total	19

Part-Time				
	Male		Female	
Undergraduate	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	1	Asian / Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other	0	Other	1
	Total	3	Total	19
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian / Pacific Islander	0	Asian / Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other	0	Other	0

	Total	4	Total	18
--	--------------	---	--------------	----

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten	5		1	
Elementary	22			
MG	7		1	
Secondary	1			
Special Subjects	4		4	
EC				
VocEd				
Special Services				
Total	39	0	6	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2016-2017		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCCU	36	92	75
Bachelor	State	3083	83	65

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2017-2018.

LEA	Number of Teachers
Durham Public Schools	468
Wake County Schools	350
Charlotte-Mecklenburg Schools	92
Vance County Schools	58
Chapel Hill-Carrboro City Schools	57
Guilford County Schools	52
Cumberland County Schools	50
Granville County Schools	45
Person County Schools	44
Orange County Schools	35

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*

MEAN ACT Composite	24.17
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	492.93
MEAN CORE-Reading	179.97
MEAN CORE-Writing	170.65
MEAN CORE-Math	167.00
MEAN GPA	3.40
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2016-2017 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary (grades K-6)	11	18
M.G. Language Arts	2	*
M.G. Math	1	*
M.G. Social Studies	3	*
Music	2	*
Physical Education	4	*
Spec Ed: General Curriculum	5	100
Institution Summary	28	57

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

H. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	33	33
Elementary (K-6)	82	82
Middle Grades (6-9)	27	27
Secondary (9-12)	9	9
Special Subject Areas (K-12)	29	29
Exceptional Children (K-12)		
Total	180	180
Comment or Explanation:		

I. Time from admission into professional teacher education program until program completion

Full Time

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	16	17	6			
U Licensure Only	2	2				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2					1
U Licensure Only		1		1		
Comment or Explanation:						

J. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
31	12	3

K. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at http://www.ncpublicschools.org/effectiveness-model/ncees/. Institutions with fewer than five beginning teachers evaluated during the 2017-2018 school year are reported as N/A. Additional information about Educator Effectiveness is available at: http://www.ncpublicschools.org/effectiveness-model/ncees/</p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	0.0%	81.3%	0.188	0.0%	64
State Level:	0.0%	3.6%	67.8%	27.5%	1.0%	5,791
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.1%	71.9%	25.0%	0.0%	64
State Level:	0.1%	3.5%	59.8%	35.4%	1.3%	5,791
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size

Inst. Level:	0.0%	3.1%	76.6%	20.3%	0.0%	64
State Level:	0.0%	3.9%	71.9%	23.6%	0.6%	5,791
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	7.8%	76.6%	15.6%	0.0%	64
State Level:	0.1%	4.7%	66.8%	27.8%	0.6%	5,791
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	3.1%	82.8%	14.1%	0.0%	64
State Level:	0.0%	3.3%	70.6%	24.8%	1.3%	5,791
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	25.0%	55.8%	19.2%	52		
State Level:	19.6%	64.7%	15.7%	4,570		